**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:2MD.10**  **The Envision Lesson:4.10** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *REVIEW BY GIVING SETS OF 100’S CHART PUZZLES TO PAIRS OF STUDENTS. EACH PAIR WILL PUT TOGETHER THE PUZZLE TO REMIND THEM OF THE FLOW AND PATTERN ON A HUNDREDS CHART.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   PLACE VALUE  Review the concept of place value to identify numbers. To review play Guess my Number. Call out I have 4 tens, 7 ones and 3 hundreds, etc.. What is my number?. Have students write down the number and then share and compare with a partner. Call on students to prove why they have the correct number. Model with place value blocks. Review the term place value, what does it mean. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Use data on student page to solve the riddle. This marine mammal is less than 40 feet long. Its length in feet is a two-digit number. The number has a 3 in the ones place. What marine mammal is it? Lead the discussion. What is the riddle asking to do? Which marine animals do NOT match this clue? How do you know? The final clue has a 3 in the ones place. Which marine mammal does not match this clue? How do you know? Which marine mammal is the answer to the riddle? How do you know?  Students break in pairs to complete problems. The clues are, this mammal is shorter than the blue whale. Its length in feet is a two-digit number. The number has a 2 in the ones place. Which marine mammal is it? Students will make up their own riddles for numbers 3 and 4 and solve on their own. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use the Visual learning in the online portion of the lesson. Pause throughout the video and ask more questions. Ask students to prove their answers, when they do move to the next slide to (check) their answers.  Guided practice. As a whole class, use the clues to solve the secret number, guiding students to cross out the numbers that do not fit with the clues.  Variation. IF YOU DO NOT, FOR SOME STRANGE REASON HAVE A STUDENT BOOK, this lesson lends itself to using a 10’s chart to replace this portion of the student book. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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